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The Shared-Time Concept project was one of several conducted under a grant for a developmental vocational education research and teacher education program based on a clinical school concept. The objectives were to determine the extent and nature of the use of the shared-time concept for conducting vocational education programs, and to develop some administrative guides for establishing shared-time programs. Activities included data gathering and analyzing, leadership development activities, and dissemination. This document contains five papers titled: (1) The Shared-Time Concept: A Rationale for Equal Educational Opportunity, (2) Considerations for Development of Curriculum for Shared-Time Concept Programs, (3) The Three S's: Students, Subjects and Schools, (4) Guidelines for Vocational Guidance and Counseling, and (5) Developing the General and Vocational Curricula. Other publications in this series are Community Factors (VT 008 390), Practices and Procedures (VT 008 389), and Financing and Administering Area Programs (VT 008 391). A final report of the project is available as ED 019 513. (MM)

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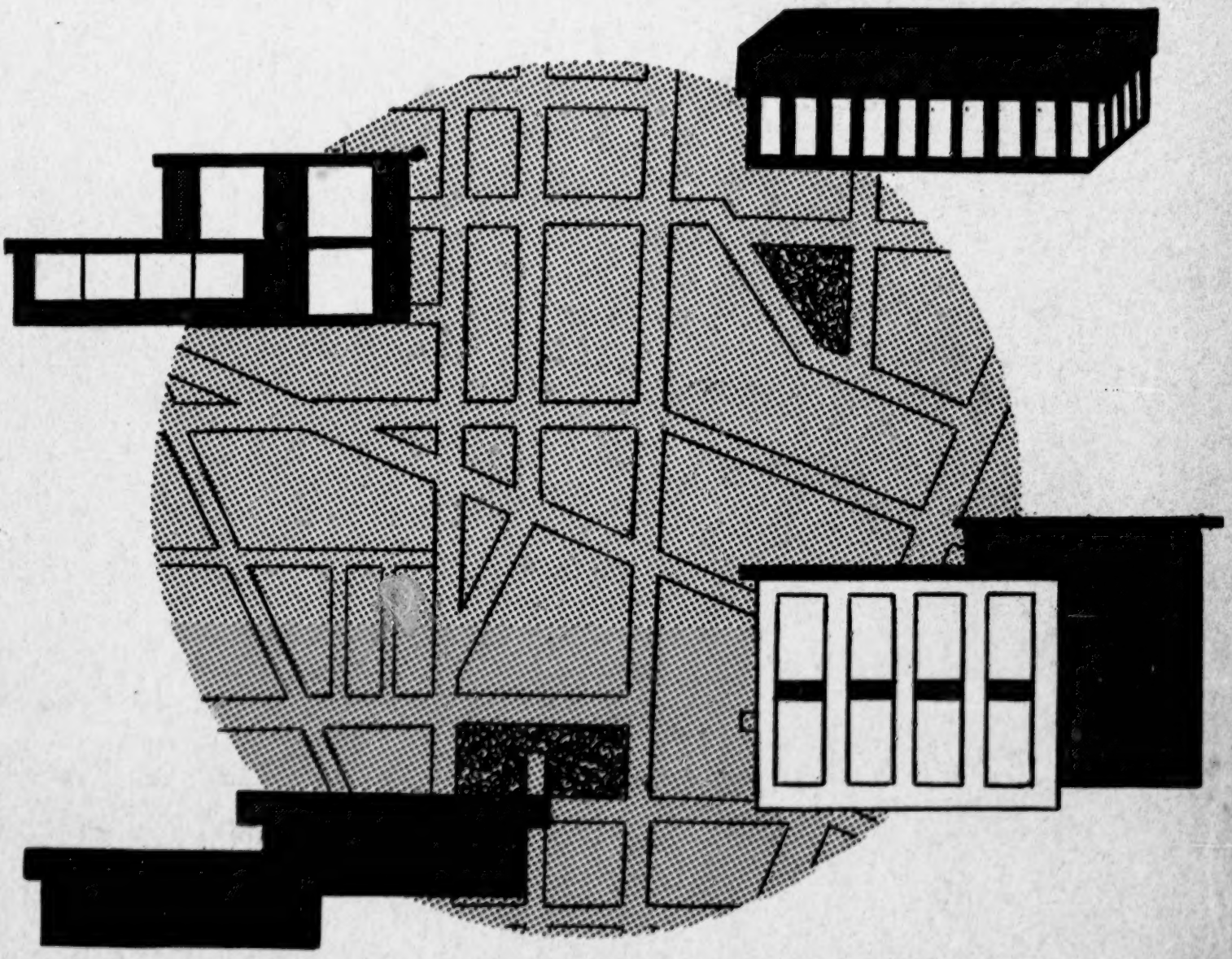

Shared-Time Concept for Area Vocational Education Programs

•considerations for curriculum development

Part 2 of a Four-Part Series

College of Education
Michigan State University
Department of Secondary Education and Curriculum
East Lansing, Michigan

VT008392

RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

Project Report No. 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Part 2 of a Four-Part Series:

SHARED-TIME CONCEPT FOR AREA VOCATIONAL EDUCATION PROGRAMS, • CONSIDERATIONS FOR CURRICULUM DEVELOPMENT.

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Department of Secondary Education and Curriculum
College of Education
Michigan State University
East Lansing

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FOREWORD

"Shared-time" is a familiar concept in education. Between a number of public and private schools throughout the nation there are some cooperative arrangements whereby facilities for specialized education programs are "shared." Students in such participating schools have as it were "dual enrollment," but at the same time maintain their identity with the "home" school. The objectives of the "shared-time" project are: (1) to survey the existing shared-time programs with specific reference to "vocational" education, (2) to develop working principles for such programs, and (3) to disseminate information concerning the programs.

In pursuance of the latter objectives summer workshops are conducted. To these are invited persons recognized for their competence in fields related to general and vocational education. Some of these participants are currently engaged in the organization and administration of "shared-time" programs for vocational education. Thus, the workshops provide opportunities for sharing rich ideas and valuable experiences.

It is part of the design of the project to publish from time to time the reports of these workshops and conferences.

Two such workshops have been held, one in the summer, 1966, and one in the summer, 1967. This present publication is one of a series of four based on some of the addresses and discussions from these meetings, and on papers specially written by the project leader, and others. The series includes:

1. Community Factors
2. Considerations for Curriculum Development
3. Practices and Procedures
4. Financing and Administering Area Programs

Undoubtedly there are problems in the organization and administration of shared-time programs in vocational education. But these problems are not insurmountable. It appears that the advantages far outweigh the difficulties. The following pages will show that such programs form one of the most effective schemes for providing "comprehensive" education for the modern high school youth. For the rural district, the shared-time concept is particularly appropriate.

Our thanks is extended to the individuals who have shared with us their ideas and experiences. We trust that those that have adopted the scheme and those that plan to experiment with it will gain from a perusal of these pages.

O. Donald Meaders
Abel Ekpo-ufot

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INTRODUCTION

Preparation of youth for the world of work is believed by many to be one of the greatest challenges facing public educators today. The changes which are taking place in the world of work -- changes in the nature of work, changes in the composition of the labor force, changes in the location of work and others -- all seem to indicate a basic challenge to educators to make the education of youth relevant to today's society.

The series of five papers contained in this publication have been prepared in an attempt to help identify principles which need to be considered when developing the curriculum for today's students. In general, the focus is on vocational development of youth as an integral and essential part of their total educational program. An attempt has been made to avoid the concept of a dichotemy of education: general education and vocational education.

This publication is one of a series of four designed to present some views and practices relevant to the use of the shared-time concept as an arrangement for providing an educational program for students from two or more schools. All four may provide interested educators and others with points of view regarding some of the most important considerations related to the shared-time concept. They are designed to stimulate thought and discussion rather than to provide "answers" to questions.

O. Donald Meaders

THE SHARED-TIME CONCEPT:
A RATIONALE FOR EQUAL EDUCATIONAL OPPORTUNITY*

American life has been greatly affected by vast technological developments in recent years. As a result, American public education is being challenged to adequately provide youth with opportunities for becoming and remaining occupationally competent.

This need for vocational preparation is well documented. Seymour L. Wolfbein, Deputy Manpower Administrator, United States Department of Labor, recently reported that "the average American male of 20 years will make about six distinct job changes during his working life." A study conducted by Harold T. Smith of the W. E. Upjohn Institute for Employment Research, points out that "in order to provide the right kind of vocational programs for the two-thirds of our youth who now enter the world of work with no skill, and in order to help carry the increased load of education which now exists and lies ahead, our facilities for offering secondary vocational education must be greatly expanded."

The many completed area vocational and technical education studies across the nation consistently document the need for vocational education and report existing inadequacies in the extent and quality of vocational education in all regions. Most of these studies recommend the establishment of some sort of area vocational and technical education programs to meet this challenge to public education.

Even the most cursory investigation of the educational scene in America today reveals an urgent and immediate need to explore, devise and implement rationales for improving the education programs now offered American's youth. Many inhibiting factors now existing must be examined by both the public and private sectors of the society with a view of eliminating these factors destructive to the educative processes, innovating when necessary to interpret the constant social change, and strengthening these paramount to the success of the educative endeavor.

Persons subscribing to the concept that this contemporary period of change -- social, economic and political -- is a "new" era, are not aware of the all-encompassing social truth that nothing is so constant as change! Modifications and alterations of social patterns have in the past been resisted, and for a host of acceptable reasons. Traditions, desire to maintain the status quo, ethnic and geographical bias/prejudice and established political divisions are the foremost inhibiting rationales posited against change.

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* William Mellon, Research Assistant and Dr. O. Donald Meaders, Associate Professor and Project Leader, Shared-Time Concept Project, College of Education, Michigan State University.

If there is a new era, it is the expression of the integrity of change. The current Secretary of Labor, Mr. Willard Wirtz, recently states this point of view when he said, "....let us make change the instrument of man's deliverance..."(7) According to Mr. Wirtz, there is a need to explore new dimensions of change in the preparation of the youth for the world of work. Occupational training -- vocational education -- has suffered in the past from the inhibiting factors previously noted. Too much time has passed since the Commission on National Aid to Vocational Education held, in its 1914 report, "....a great, a crying need to provide vocational education for every part of the United States -- to conserve and develop our resources; to prevent waste of human labor; to meet the increasing demand for trained workers. Vocational education is therefore needed as a wise business investment for this Nation...."

The uncontrolled, tumultuous and accidental demographic changes that have taken place since the report of the commission have been manifested in the sprawling urban areas. (4) In 1960, nearly two-thirds of the Nation's population lived in Standard Metropolitan Statistical Areas, defined as cities of 50,000 population or more, including the county in which the urban center is located as well as adjoining counties closely related to the central city. (9)

The genus of the problems inherent in public education is this monstrous, engulfing, stifling urbanization -- urbanization not only as a demographic and geographical expression, but also as an emerging "style of life" exercised by those removed from the actual area of population concentration. From this genus springs the most basic problem in public education today -- the adequate preparation and education of the youth.

Vocational Education and Democracy

The need to prepare the youth of the nation for efficient and effective participation as citizens in the present and future society is paramount to our democratic system in the fullest connotation of democracy. This citizenship includes the individual's role as a useful contributer to his society. The philosophy and objectives of vocational education include the democratic tenet that each individual makes a living as a function of citizenship, and that each individual citizen recognizes citizenship as a function of the worker. (2) Education for choosing, entering into and progressing in occupational endeavors, and for personal competency necessary for active social participation is not only necessary for the youth of the nation, but it is also their inherent right.

All education is vocational preparation -- and vocational education roots extend back into antiquity. Although the nation's educational institution is still inadequate to meet the needs recognized, the development of public education is at once exciting and inspiring when viewed in the context of time-space. In a little over a century, our experiment in representative democracy has fostered a concept in public education that now enrolls nearly all of the children of all the people. Public education has, in turn, given a large proportion of America's youth the literacy needed for responsible citizenship, accompanied by knowledge of the world about them, the values inherent in our democratic system and our Judaic-Christian foundations. But within the magnificent expression of educational accomplishment there remains a problem of erosion.

We presently find an incongruous situation in America. At a time of unprecedented and apparently unlimited prosperity there is an alarming number of persons unemployed not because of few employment opportunities, but rather because the unemployed lack employable skills. Of importance is the fact that in unemployment figures, the age group of 16-21 years represents three times the level of unemployment in the total labor force. Coupled with the census statistical projection of employment figures is the knowledge that this age group is increasing in size annually. There seems to be little if any valid rationale to further delay removing the barriers which presently serve to bar this age group from their inherent right to education to the fullest of their potentialities and aspirations.

The significance of this erosion is indicated through statistical information. In 1963, a study revealed that three of every ten children who enrolled in the elementary grades would not graduate from high school. Of those seven who would, three would terminate their education. And, of the four who would enter college, only two would earn degrees. (10) Educational programs for these eight of ten who represent educational programs erosion becomes the salient concern in the educative process. Programs of specialized content designed to hold and occupationally train the youth who otherwise become terminal cases in the regular scheme of the educative process must be conceived and implemented with the least practicable delay. The penalty for inaction is, as Harrington posits "decadence." (4)

Federal Legislation to Improve and Expand Occupational Education

The year 1963 represents an effort by the public sector of society to give a nation-wide answer to a national problem -- prevention of education erosion if possible, remedial efforts where such erosion has already taken place. It is to the perventive nature of the effort that this writing is addressed.

Entitled the Vocational Education Act of 1963, this effort contains many features of import to the basic problem of preparation of youth for the world of work. Perhaps its most important feature is that the benefits of a vocational education program, designed to suit the individual's capacities, to enlarge the scope of occupational opportunities, and to develop potentialities to the limits of abilities are extended to all, and at the age and time when it is not only normal but mandatory to do so. New and expanded programs, innovations of current programs, et. al., are now possible to prevent the serious educational erosion experienced in the present and immediate past.

The concern and efforts engendered therefrom are not new. Attempts by the public and private sectors of the society at solutions of the problem of preparation for the working world are found in the 1906 inception of the National Society for the Promotion of Industrial Education, the creation of the Commission on National Aid to Vocational Education by Congress in early 1914, the pioneering Smith-Hughes Act of 1917, the various subsequent acts of amendment thereto in 1930, 1934, 1936, and 1946, the National Defense Education Act of 1958, Area Redevelopment Act of 1961, and the Manpower Development Act of 1963. Inherent in this taxonomy is the emerging role of federal community's concern.

In spite of the past and current changes in the national society, brought on by the impact of urbanization -- technological revolution, population

mobility, demographic patterns, increasing numbers of youth, the size of the work force, et. al. -- development of adequate educational programs is an on-going concern of educators, albeit it a most difficult task.

Social Lag in Education

It is necessary to recall that change in social structure predicates commensurate change in all other social institutions. Social lag -- the period between value change and acceptance and approval of change -- becomes the inhibitor to the imperative modifications needed most particularly in the educational institution. Lag in the nation's educative processes, in relation to the on-going needs of the society becomes, then, the single most significant inhibitor. Bases for lag are manifold, and include the parochial community concept as expressed in the limited local community school curricula, the inability (or reticence) to look beyond the artificial political and social boundaries for solutions to local problems, the endless (and many times fruitless) dialogue concerning the role and purpose of the educational program, the social cognizance of the validity of new educational programs, geographical location, finance patterns, ethnic and religious interpretations, et. al. Against this background of social lag, the Vocational Education Act of 1963 serves as an impetus to close the lag gap.

A cataloging of applications of this Act would be seemingly endless, and would constitute a needless replication of data amply and aptly presented and available. There does exist a need to explore new dimensions as possible solutions to the problems of the educative process, particularly as concerns the eight of ten who pose the unique situations found in public education.

The Shared-Time Concept

A new attempt at removal of the inhibiting factors noted herein is the "shared-time concept." Basically, the shared-time concept emphasizes cooperative arrangements between two or more schools, public and private included, or between two or more districts to provide, jointly, vocational education in either extended geographical areas or in areas of high population density. The concept is based in the philosophy of equal educational opportunity in programs of student choice regardless of their domicile. An inherent feature of the shared-time concept is "dual enrollment" regardless of the organizational pattern development. Because of the diversity of social, political, economic and geographical factors found in the several states, a commensurate diversity of institutions and organizational patterns of organization are needed to meet the differences.

There are two general patterns of organizational structure, however, which are in themselves sufficiently flexible to meet the challenge of regional uniqueness. One such organizational pattern involves the Area Vocational Education Center. The Center is a separate facility, located, constructed, equipped and staffed to serve as a Department of Vocational Education for each participating high school. The program offered would include the in-depth specialized occupational preparation, including when needed, the necessary related courses on site. Any program for which the individual high school has sufficient resources, both in terms of students and finances could be offered by each individual school.

The other general pattern of organization involves sharing of existing facilities within each school by the cooperating schools. This pattern is usually found in areas which feature large districts with multiple high schools in existence. The approach to the shared-time concept here involves maximal use of existing facilities. In either pattern, students retain their identity, with, receive their "general" education and graduate from their home high school. The "sharing" involves duality of enrollment, use of facilities and staffs. In the latter pattern, the vocational department or course offerings are organized to serve each of the other schools.

Shared-time is not a panacea. Different expressions of social lag encountered will require broad guidelines for the design and implementation of programs sufficiently flexible to meet the variable situations presented. Legal, social, financial and educational considerations will require astute analysis prior to the inception of the program according to the concept. The task is difficult, but far from impossible. Education laws are unique to the individual states; demographic patterns influence any social activity; area size fosters or inhibits development of programs in relation to the population density; economic activities determine available financing and needed program offerings.

Administrative, sociological and legal logistics, then, are paramount considerations when determining organizational structures. A central or inner-city system is hampered by lack of available space, difficulty of scheduling of classes to provide maximal opportunities for training, time and distance from cooperating facilities, and, of course, financial bases. Shared-time concept programs found in the inner- or central-city ambient suffer also from the inhibiting factor of established political boundaries. A flexible program offered in a "comprehensive" school in which is located a vocational "skill" center is apparently the most satisfactory procedure for the inner-city approach to the shared-time concept.

In these states which feature constituent districts as a pattern of local education organization, the Area Vocational Education Center serving as the Vocational Department for all cooperating high schools seems to hold the greatest promise. However, the problems inherent in this scheme center on the establishment of a new and separate educational entity, which must be legally constituted and financed. This, of course, implies an additional financial burden, and a duplication in some instances, of administrative structures. Yet, in the areas that cannot provide adequate occupational training through their own vocational programs, the inherent problems are not insurmountable. Most often, there exists a political sub-division entitled "intermediate district" which is administratively, in part, superimposed over the constituent districts and which is the legally constituted authority for establishing the Center. Depending entirely upon the education laws of the state, this "intermediate district" could either operate the Center, or contract the operation to one of the constituent districts. Or, in some states, the community colleges may become the loci for vocational education programs to serve the high school students from neighboring high schools.

Many educators hold that the lines designating educational "tracts" -- academic or general, and vocational -- should be immediately and forever eradicated. These same educators often express the fear that an Area Vocational Education Center would ultimately become a self-contained Vocational

School. However, within the organizational structure established in any unique situation, such a development could, be legal mandate, be obviated.

Procedures establishing either pattern of organization for the shared-time program concept involves initial examination of purpose and requirement. Need is established through surveys, studies and research conducted in cooperation with all representative patron agencies in the immediate area, but to include also national, state or regional agencies, labor business and industry. Surveys of student aspirations, population numbers, and projections are included. Germain to the organizational pattern is the determination of the area and groups to be served. Although it is appropriate to establish a local need, it is necessary to recall that a vocationally marketable skill has local, regional, state and even national value. Advisory groups involving representation of all community factors are initiated in order that the program developed becomes the community program -- thus shared-time program concept has a further and inclusive connotation.

Many problems are inherent in the establishment of Area Vocational Centers, as well as programs utilizing existing facilities within the several schools in a district. The most difficult of these problems identified include:

1. Coordination of programs and duties/responsibilities of school faculties and facilities,
2. Planning and operation of student transportation,
3. Coordination of class schedules with Centers and cooperating schools,
4. Administration and financial sharing.

And there are certain disadvantages to the establishment of either program which cannot be dismissed. In the establishment of an Area Center, travel time and distance, disruption of neighborhood and school ties, fewer opportunities for co-curricular activities and community identification, and student resistance are the most salient problems encountered. Most of these problems obtain also when existing facilities are shared by multiple schools within a single district. However, the advantages of the shared-time program concept are those listed as the pattern of principles to be observed regarding any program in vocational education, namely: (6)

1. Vocational education should occur as close to the time of application as possible.
2. There must be sufficient concentration of work in each area to enable the students to develop sufficient competence to hold an entry job in a given occupation.
3. A well-planned vocational program integrates vocational and "general" education.
4. Diversity of curricular offerings is needed to provide for individual needs and to give flexibility to the program.
5. Vocational education should be geared to the times.

The characteristics of vocational education in the secondary school, as posited by Byram and Wenrich (1) may be maintained and strengthened through the inception of a program through the shared-time concept. Teachers and coordinators of experience and skill are utilized fully, guidance and counseling of the student enables a wiser choice, however tentative, of occupational training, etc. The shared-time concept enables the participating schools to provide an environment in which the instruction given most nearly simulates the working

environment to be encountered. Theory and foundation courses can be closely integrated and coordinated within the total vocational education program, and can be given at the grade level and at the time when the student can most readily assimilate.

Public education has a responsibility in festering conservation of human resources, of providing all individuals with an educational program unique to the individual's potentialities, abilities and aspirations, of reflecting the inevitability of change through the offering of options and alternatives and of the most judicious selection of content and methodology in specific subject areas without reducing learning concepts. Public education has been forced, in many instances, and for too long a period, to shirk these responsibilities because of the impact of the inhibiting factors already discussed. The shared-time concept, albeit replete with problems to be solved, suggests a possible solution to many, if not all, problems of discharging responsibility to the young people.

Dr. Samuel C. Kelly, Director of the Center for Human Resource Research, The Ohio State University, recently (May 1966) supported the contention that education is a means or instrument to specific ends, with particular emphasis on the pragmatic value of these means/instruments to achieve the desired ends. The shared-time concept for vocational education programs offers solutions to educational difficulties in this same pragmatic sense. If educators are honest in their pretensions that shcool programs must serve the students, nothing less than a completely honest effort to pragmatically test the shared-time concept will do. The rationale for dual enrollment through the shared-time concept is that it provides a workable solution to the basic problems inherent in public education, whether the bases of those problems be social, economic, political, or educational.

Because of its relative infancy as a possible organizational and administrative structure, there are few established guidelines for the implementation of shared-time programs. The rationale is valid, particularly in historical perspective. Unique circumstances will negate guidelines which would serve other areas well. Relationships of programs must be established initially with other existing facilities, whether they be found within existing comprehensive secondary schools, community or junior colleges, or both kinds of institutions. Permissive legislation most often will be needed in order that the inhibiting factors of traditional political sub-divisions can be negated. Program inception and innovations must be established only on sound educational, as well as legal bases. Flexibility of structures of administration, organization and programs must serve the uniqueness of the areas served. Technical education programs may need to be included. Post-secondary programs may have to be developed and included in either the comprehensive cooperating schools or the area Centers. Each major educational level -- the elementary school, the junior high school, or middle school, the high school, the community college and university all play a unique role in preparing the individual for the world of work.

In seventy schools in four regions of the nation surveyed by the Research and Development Program, Shared-Time Project, College of Education, Michigan State University, there emerged no standard pattern of program inception, construction, implementation or operation. The only feature central to all

schools involved in the survey was that of flexibility in sharing facilities. And perhaps this is the strength of the concept -- that each unique area retain the flexibility so that the shared-time program serves its only pragmatic purpose of existence, preparing America's youth for the world of work -- NOW!

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CONSIDERATIONS FOR DEVELOPMENT OF CURRICULUM FOR SHARED-TIME CONCEPT PROGRAMS*

The Shared-Time Concept

The shared-time or dual enrollment concept for providing an educational program, by definition, means that the students involved receive instruction in a combination of schools. We are focusing on the student in the setting of two schools, and on the student in relation to the vocational program in which he is participating. However, we are not at this time dealing with the curriculum for a vocational school. We are dealing with the relationships between two schools and with the planning for what happens to the students in their total program.

Curriculum development for shared-time programs undoubtedly involves many of the same problems found in the self-contained or comprehensive high school. These are problems which need to be faced in terms of the various specializations within the school, but also may be considered as if they were peculiar to shared-time programs.

Identifying Shared-Time Program Participants

One of the first -- perhaps the primary -- questions to be raised is, "Who will be taking part in the shared-time program?" The standards may have been set so high in the vocational school programs that the students who planned high school as a terminal experience, for whatever the reasons, do not have the academic record requirements for admission to the vocational program. This represents one extreme. The other extreme would be identified as the student who is failing in his academic work, is not interested in the school experience and who further represents a problem to his school, being placed in the vocational program so that someone else will inherit the "problem." Both extremes must be avoided when selecting participating students for shared-time vocational programs.

The selection of students for participating in vocational shared-time programs will never be easy; perhaps we will find we need other kinds of information than that which customarily is found in the accumulative records. Most assuredly we need to consider the student from a fresh point of view. If we define vocational education broadly, the high school is always a vocational school. Some students participate in programs for which they need additional preparation in college for job entry, while others expect to terminate their training at the high school level. Thus, we need to look to the purpose and the expectation of the individual student when determining who should, or should not, participate in the shared-time vocational education programs.

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* Based on an address delivered by Dr. Chandos Reid, at the Workshop on Shared-Time Area Vocational Education Programs, Michigan State University, July 19, 1966. Dr. Reid is a private curriculum consultant located at Livonia, Michigan with previous experience in several Michigan schools.

Only in this manner can we avoid making the vocational program a "dumping ground," as well as making the program so selective that it fails to serve the needs of those who can be served by it.

Criteria for Entrance Into Shared-Time Vocational Education Programs

We should consider such factors as the self-concept of the individual student: does he see himself as a competent person? Can vocational experiences give him a sense of such competence? It is always appalling to observe the way students in the comprehensive high schools frequently are placed in shop courses if they perform poorly in algebra and/or Latin, when at the same time, other records on the student indicate a low level of aptitude for manipulative and mechanical activities.

Selection of students for vocational programs should be based on a comprehensive, diagnostic program, taking into consideration the serious purpose of the individual, his vocational expectations and his multiple aptitudes. The major criterion for entrance should be the serious purpose of the student, NOT his academic record. In general, if a student's serious purpose is in conflict with the results of the aptitude test resutls, give the purpose a chance.

Relating General Education to Vocational Education

A second consideration for the overall program is that a meaningful relationship must be established between the program in the high school and the program in the vocational school, or the vocational program. Educational experience should be integral, not separate and unrelated experiences which compete with each other. That sounds very simple but it is very difficult to attain. The people in distributive education, and more particularly the people in vocational agriculture, have achieved this to a certain extent.

One of the problems faced in the general education program of the high school with the child who is moving into the vocational program is the same problem faced by the child who moves into the part-time work experience. The vocational experience or the work experience or the specific activity seems much more real and much more meaningful than the general background, the general understanding which we try to create. Usually in college, the major subject or the specialization, or in high school, the vocational class or the work experience, has more reality and consequently more meaning to the student than the general background, even though the general background is very important.

We hear a great deal today about the lack of purpose and the lack of understanding of our high school students in terms of how they should apply themselves to the work they are doing. This is probably a result of the situation in which they have been reared. The bedroom communities which we have developed are where we sleep and play but work is done somewhere else. It is not accessible for young people -- we are creating a generation of youth who have no conception of what the adult world of work is like. They do not know what is expected of them on a job.

Student Understanding of World of Work

This problem must be faced in schools. It is not peculiar to the child who is to be in the shared-time program. It is as much his problem as it is the problem of the student who stays in the high school without the vocational experience. We need to add to the experience of all the students in our schools, and very particularly to the students who move into vocational programs at this time, a concept of the world of work as it now is and will be! This includes actual exploration of many different kinds of jobs and activities. Before he moves into the vocational program he should have an opportunity to "tryout" or "observe" or "work" on particular jobs. We should plan courses for students -- all students in which they visit the places of employment in the area.

Students need to look at the rapid change which is taking place in the nature of jobs. It has been estimated by some economists that 50 percent of the jobs ultimately available to the students now in the primary grades do not even exist today. Others have estimated that the average person will change jobs at least three times during his work years. If we assume that these predictions are true, and certainly there is nothing at the present time to indicate that they are not, then we need to give our young people a different kind of curriculum experience. The curriculum experience should give the students a concept of preparing for something which will change, which then will modify, which will need a new preparation. Benjamin Saks, in his book on education administration, visualized the change in this way:

> "I would like you to visualize our present culture as a tiny snowball back in the Year One at the top of a long slope covered with a warm, wet blanket of snow. That tiny little snowball represents the sum of the knowledge back at the time of Christ. Somebody, or something gave that snowball a shove and it started to roll down that slope, picking up a little weight. It took 1,750 years for it to double its weight and complexity and by 1750 the cultural heritage had a factor of two attached to it. Again this snowball was pushed and this time it took only 150 years to complete and gain a factor of four. By 1950, only 50 years later it had again completed another long downslide, and it now had a factor of eight attached to it. In 1960, only 10 years later it had doubled again in weight and size and now was 16."

The rapidity of change is startling. One of the major problems faced by school administrators is how to cope with this change, not just getting changes in parts of the curriculum. The more important thing is how we help our young people begin to see their purpose, their acheivement, their concern, their security, their reality in terms of a changing picture rather than in terms of a stable one. How do we help young people get a concept of themselves and of their lives and of the particular tasks in which they may now be engaged?

A major concept to be taught is that we are part of a dynamic situation

with change the major constant rather than stability as the major constant. Robert Hutchins has said,

> "The world is new and getting newer every minute -- anything may happen. And what is most likely to happen is what we most likely don't suspect. Almost every fact I was taught from the first grade through law school is no longer a fact. Almost every tendency that was proclaimed has failed to materialize. The facts and tendencies today are those that nobody foresaw 50 years ago. Education has to be concerned with the future. But if we ask ourselves what we positively know of the future, about all we can say is that it will not be like the present. The whole world is committed to the highest possible rate of technological change."

Curriculum for Change

How can we plan the curriculum for our school youth a way that they can see, understand, and yet relate to this picture of progress and change? The new mathematics and science programs are attempts to find answers to this question. The emphasis in both of these developments is not on finding the right answer or the way to do it, but on how many ways can you find to do it. The new inquiry material from Suchman of Illinois poses a problem, on film, to a group of students and then asks the students, "What do you think would solve the problem? These two illustrations help identify the need in curriculum planning to apply this search, this inquiry, this concept that there are many ways and that life is really made up of finding another way. How can we impart this problem solving, this approach, this point of view, and the security in it to the students who are in our vocational programs? This is one of the major challenges in curriculum at the present time.

An advertisement from The Nations Business for January 16, 1966, referred to the need for up-dating knowledge for continuing to learn.

> "All executives," a noted business consultant recently remarked, "ought to recognize that to stay on top today, they must have a lifetime of school. Each man must have his own anti-obsolescence, self-education program. This should include avid reading about what is happening in his own and related fields, correspondence courses, extension schools, etc. This is good advice to nearly everybody who works for a living, certainly to every businessman from office boy on up. But it has a special application to the businessman who is looking ahead and wants to stay ahead. The man who rests on his laurels, treds water so to speak, may be left behind in today's fast moving world."

What reading and what experience do we provide for the student who is part-time in the high school and part-time in the vocational school?

Two important purposes of the curriculum have been emphasized: (1) helping students develop concepts of change and of becoming a part of progress -- seeing self as a part and an instrument of change; and (2) helping students develop concepts of what the larger world of work is. These need to be integral to the experiences of the students at both the general high school and the vocational school.

It is possible to help young people learn to use the communication media, whether television, radio or the newspaper, in such a way that they see significant changes. However, what they read or hear has to be related to themselves. For example, job changes are always being reported in seemingly unrelated articles in the newspapers. Reading of the newspaper, magazines, vocational magazines and other material is one source of gaining understandings of unions, what the union program is, and the reality of the vocational world for these students who are participating in the shared-time program. However, the same understandings need to be brought into focus for the student who is enrolled in only the comprehensive high school.

Relating Programs in the Schools

What is involved in relating the programs within and among the schools? Cooperation and communication are essential, yet very difficult to achieve. In too many high schools there is little communication between the teachers of any two departments. The teachers do not talk to each other, do not know what is happening to "John Jones" whom all of them have in class.

Curriculum problems become evident to teachers when the teachers really look at students in the school who are particular problems to the teachers. Teachers can identify such students, then systematically look together at all the information available on the students. Then all the teachers who had these particular students can determine what should be done. Invariably, in a situation such as this there is no one student on whom there is complete agreement from all teachers.

One teacher might say, "I really sent him to the office because I couldn't stand to have him anymore," and another may say, "But I leave him in charge of my class when I leave because he is the most responsible person in the class."

We do not have within the high schools adequate communication about what is happening to the student. Yet, we expect the students to relate what happens in all their classes and to come up with a whole piece of education. In other words, we leave the hardest part for them to do because it's too difficult for us. When, in the shared-time concept, we add a few miles, a whole number of different faculties, the communication and cooperation in terms of the good of the child becomes more complicated.

If we are going to do any relating of what happens in the high school to what happens in the vocational school, we must incorporate the time to do it

in the basic planning for this cooperative relationship. Let us draw from the experience of the people in the fields of Distributive Education and Vocational Agriculture. The vocational agriculture teachers teach the classes and also supervise the experiences of the students; the coordinator in distributive education teaches the students in the classroom and also works with them and their employer on-the-job. It is essential for the person who teaches the courses, at either school, to have had the experiences so that he has specifics as well as generalizations to help students see their education as a total experience.

We sometimes speak as if the curriculum experience which is provided in the high school for the student who is going to the vocational program in another school would be peculiar to him. In turn, some think of this group of students as a block in the high school and a block in the vocational program. Some of the experiences should be that way -- they should be so directly interrelated that the students feel that they are a part of the same thing and that the two are bound together. But this should not be the total high school experience of the students who are in the vocational program.

Let us consider two kinds of experiences: first, those which may come through the general program of the high school, and second, the kinds of courses taken by students who are part-time in the vocational program and part-time in the regular high school.

We need to provide programs in our high schools for all of the students and they should not be segregated by type of program. We should provide the opportunity for students to talk about the things they feel, the things they are concerned about, their stresses, the awareness they have of what's going on in the world around them. We need to give them an opportunity to talk about unsolved problems -- the Viet Nams, civil rights, changing mores, and the other kinds of things which are of direct concern to young people. We need to give them an opportunity to talk, not merely to have teachers talk to them. There is much pressure which keeps us from allowing free expression on the part of the students and yet these young people are at the time when they have to test values to determine where they are going, to find the ways in which they relate to other people and to the big problems of our and their time.

Consideration can be given to the development of a seminar-type program on current affairs, a place where students could talk about any current affairs. There might be a selection of films, magazine articles, and other sources, but the emphasis would be on what is going on <u>now</u> and on giving the students an opportunity to think together about problems.

It is essential to help students develop the ability to be articulate. This does not mean required English, math, and social studies courses. Perhaps most of what we have in many of the "required" courses might be put into new push-button classes for self-study of some kind. But real articulateness develops when you talk about how you feel and what you think needs to be done, in a less structured way and with more sharing of ideas. This requires talented teachers, but we have talented teachers. Let's give students a chance to talk and to listen to each other.

Help Students Keep Identification with the Home School

A concerted effort must be made to help the students in the shared-time program remain a part of the on-going high school program. It is no accident, as studies show, that dropouts are most frequently students who are not in any extra curricular activities, and are oftentimes the students who have moved from one school to another without developing a sense of belonging. Students usually do not develop a sense of belonging and of being important or significant in a history class. The sense of belonging and of being important is more likely to come from taking part with other students in something to which the students feel they can contribute and which they can control. Basically, this is in the extra-class activity program of the school.

One of the problems quite likely to arise when a shared-time program is first discussed is in the area of extra-class activities. The initial planning may assume attendance in the home high school during the morning and in the vocational program during the afternoon. When do basketball and football teams practice? If after school, then the students participating in the shared-time program cannot take part in some of the varsity athletic programs. This then becomes a way of alienating students from the high school. In the vocational program the students learn those things which are most real to them, without an opportunity to share with the students who are in the college preparatory courses (also vocational). Particular attention should be given to the kinds of extra-class activities developed. Perhaps they should be identified as co-curricular to help place them in the proper perspective with other aspects of the curriculum. This must be done as a safe-guard for students.

We must avoid building a ghetto within the walls of the school. The pressure from colleges for admission, for getting high grades, has eliminated one of the major purposes of education -- the attempt to learn for its own sake.

It is important that we develop the shared-time program in such a way that the student who is in it may have the respect of his fellow students, may feel that he has an opportunity to acheive something which is significant, and at the same time take part in all of the other things which other students are doing as well. One vocational course may be in the machine shop, another may be in the chemistry laboratory; both are vocational courses and both must be considered important.

We must develop within the school and within every individual the awareness that every individual is important. We need to set a social climate which does not alienate students.

If we look at the world of change in which we are now living, one of the most important points for curriculum development is that the curriculum must help the individual achieve a concept of self as an able person who can meet new situations effectively.

Psychologists tell us that the most important aspect in dealing with new situations is that the person sees himself as a person able to deal with

new situations. So, the single most important factor to consider when planning a shared-time program is to be sure that the curriculum contributes to the building of an effective and constructive concept of self on the part of the students who participate.

Thomas Wolfe has given us the challenge:

> "So then to every man his chance -- to every man regardless of his birth, his shining, golden opportunity. To every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him. This, Seeker, is the promise of America."

Question:

In our school we have teachers who downgrade the importance of the vocational courses by openly belittling the students. This is a major problem in our faculty. How do we combat this situation?

Reply:

Communication and cooperation among the faculty members are not easy to achieve. There are no satisfactory pat answers. One of the most successful approaches has been through efforts to get teachers to develop a concept of the whole educational program and to do this through looking at what is happening to students. Faculty conferences focused on cases, with participation by all of the teachers who have the child, may be the beginning for teachers to develop an understanding and appreciation of what the other teachers can do.

It is necessary to have some kind of planned effort to get an understanding of what goes on in other departments. Seldom can this be done by a deliberate, "Now we will have all these people get together and have each department present its program." The more successful approach has been through the search for a common problem that the English teacher or the Latin teacher and the Shop teacher are all concerned with. Another approach is to start a study of the self-concept in children or some other appropriate area which is relatively new and/or which the teachers do not already have strong opinions, a kind of neutral ground on which you can get somebody to focus on what is happening to students.

One other important aspect of this problem is to determine the informal communication patterns among the teachers: Who plays bridge together? Who eats lunch together? Who has a free hour in the teacher's room together? Often the shop men do not eat lunch with the other teachers. Sometimes the principal doesn't eat with the teachers. The lunch period is a time and place where communication takes place.

In addition, initially the ghetto attitudes toward academics and non-academics are usually not strongly developed. All faculty members should

be involved in the early planning for the area vocational education program.

Last, and most certainly not the least, is the police power of the individual professional, who by word and deed demands commensurate professionalism from all associates and colleagues!

THE THREE S's: STUDENTS, SUBJECTS AND SCHOOLS*

Introduction

I found myself in a dilemma when I tried to look at the curriculum from the vocational educator's point of view. I soon found that I could not do that -- I do not have that kind of background. Therefore, you will have to come with me, and reflect on vocational education through a curriculum kind of background. As I looked at some of the problems of the shared-time programs and tried to reflect on secondary education and the vocational education problems, as well as all curriculum problems faced by schools, my first idea was that we should congratulate the "fine and dedicated" people that have done so much in vocational education to put the program in its proper perspective.

My second thoughts were different. The problem regardless of how many people make that effort or how fine that effort, is: vocational education is not in its proper perspective in the schools. Why is this? It doesn't follow logically. It doesn't make any kind of sense, that people can spend so much energy talking about something that is so important to us in the schools, and yet not be able to accommodate it in the general school curriculum. This then is the problem with which I started, and is the problem I wish to focus your attention on right now. I choose to refer to this as an image problem and I think as people that are interested in vocational education, you have heard plenty to talk about it, and you have expended lots of effort to do something about it.

The problem reminded me of the social recontructionists. There were a lot of these poeple around years ago. They maintained that school just had to be better than the social order in which it exists. For example, George Counts in 1939 said, "Dare the schools build a new social order?" Society now seems to answer, "Can we?" The more I think about this question the more I ask myself what role does the school play in the organized structure of the society we refer to as the community?

Values Held by Society

It strikes me, that it is the values held by society, not its needs, that are reflected in the schools. By the word values I mean what the people think is important. Suppose we stack up what the community thinks is important along with what we in the school think is important ans we will begin to see that we have a problem. Now if it were merely needs that were reflected in the schools I should think we would have fewer problems. Take, for example, science after 1958; the cry came out that we needed sciences, and it is true we do. That need was immediately translated into the programs in the schools.

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*Based on an address delivered by Dr. Dale Alam at the Workshop on Shared-Time Area Vocational Education Programs, Michigan State University, July 19, 1967. Dr. Alam is an assistant professor of education, Department of Secondary Education and Curriculum College of Education, Michigan State University.

Now, I am operating from the assumption that it was the value that we placed on science and not the need of science that hastened the incorporation of science in our school programs. I will test this out on you right now.

We also need skilled workers in our society. But you see, we do not have that value built in for skilled workers -- not as much as we held for the scientist. I am trying to make this point -- I think that this is pretty critical -- and I am not asking you to buy it, I am asking you to think about it. How can we begin to operate as educators so that our schools can be built better than the social order in which they exist? Who are the critical people, the "significant others" that we need to learn to work with before we can bring this about?

I minored in Physical Education. A few years ago the President's Council on Physical Fitness expressed a need for us to be better physically in our society. There was an attempt to translate this into a value in the school. We talk about it but I do not see the programs reflecting this need.

Might it not be the same kind of problem that we are facing in some other areas in the curriculum? The Vocational Education Act of 1963 was very important for many of you, but I think that the total school picture reflects a limited expression of its importance. The National Humanities Foundation was founded back in about 1964 on the heels of the National Science Foundation. The National Science Foundation had $195,000,000 by 1960 in contrast to the allocation of $30,000 for the National Humanities Foundation. The revised NDEA program of October, 1963 reflected some areas other than science, mathematics and foreign language. But the impact on the schools has been less for these areas than it is for science and mathematics. The science and mathematics people have lots of "packages" which they use in the training institutions and these have filtered into the schools. Without those "packages", which again reflect the values of society, we are going to have a hard time getting some of the other areas in the schools.

The Elementary and Secondary Education Act that we are all familiar with has done a lot to improve the reading of culturally deprived kids in our schools. It has done a lot of other things, but the major focus has been on reading programs. And I submit that this reflects the value that we hold toward academics, the values held by our society. We may view the National Assessment Committee as a tool to reinforce the things that society thinks are important.

I am trying to say it is the image problem: it may be that we in vocational education are trying to reflect something that society does not think is important; and I am not using vocational education exclusively. There are other areas of education in which the problem is evident: economics education, sex education, physical education, industrial arts and vocational education. These all have the image problem, and will continue to have, and I dare say that we need to look for adequate means of solving this problem.

Image of Education

I wrote to a friend of mine who is an advertising agent asking him to

suggest to me how we might set about to solve this image problem. It is interesting to note the number of suggestions that I got back. Here are some. "The first thing that you will have to do is to change the name of your program; vocational education just does not catch on -- so you have to find a grabber," he said. I guess I have to agree with him -- all education is vocational education. And he continued, "You ought to be highly selective in your program. Only let in a small portion of people -- those that have a "B" average. To these make it very desirable that they follow the program through." This reminded me of the practice in Florida where they have a county school system. They had very little difficulty setting up shared-time programs. It was all administered out of the same funds, coordinated by the same superintendent and controlled by the same board. I remember that one of the leading programs required a "C" average, and participating students had to provide their own transportation. My friend also suggested that instructors should be paid executive salaries, that the vocational schools should get their own football teams, and above all that we "ride" on the science value -- by referring to the potential supply of scientific skilled labor that our program will make possible. I am going to add another one: you ought to get more girls involved.

Well, this is a problem and it seems to me that the overall solution to this problem is highly theoretical and abstract; but I feel the problem stems from the fact that somehow the schools have to be better than the society in which they exist. Now if we tackle this problem, where are we going to begin? We in education have focused on teaching with little concern for the kids. There has been very little involvement. This is where we have to begin. The main emphasis of my speech will make clear what this concern and involvement imply.

All kinds of curriculum decisions involve a number of basic strategies. I shall mention a few of these: the nature of the learner, the learning process, human motivation, knowledge or content, and society's values. Let me share with you some of my reflections on these.

The Nature of the Learner

One aspect of the nature of the learner -- the student -- that strikes me is that he must be a free and responsible individual. Vocational educators have done more to consider this than most of us in the schools. I am of the opinion that the first decision a kid really has to make is whether to go into a vocational education tract (e.g. a business tract) or a college preparatory tract. This is a tough decision for a 9th or 10th grade kid to make. But I think that this is critical -- I really believe that kids have to become more involved in making decisions in the school so that the decisions they make can be more often theirs. If kids can begin to share in the decisions, they can also begin to share in the responsibility for the decisions made. I guess that I am not asking for such an uncontrolled and permissive environment where kids make all their choices, but I am saying that somewhere within the framework of the curriculum we need to provide experiences for the kids so that they can

begin to make some decisions. Consider also peer group influence. We know how important the influences of peer groups are on kids in secondary schools; what we generally do is discourage them. If we would capitalize on the idea that peer groups are influential, then we would behave differently as teachers.

The Learning Process

In terms of learning, I see a continuum that extends from meaningless to meaningful learning as perceived by the learner. The closer the learner is to the meaningless end, the more behavioristic he becomes. Toward the meaningful end the teaching and learning acts must be perceived differently. The teacher truly becomes a resource person and the learner accepts more responsibility for his own learning experience.

Human Motivation

If you accept this, even though over simplified, you will see where motivation fits. If learning is perceived as meaningless by the learner, then the teacher resorts to external means to induce him to learn. This is what we call motivation. As the experience begins to take on meaning, the motivation shifts to the learner, it emanates from within him, and the teacher can withdraw the external forces. This should give us all something to consider when we discuss grading at our next faculty meeting!

Knowledge of Content

The nature of knowledge needs to be considered in the curriculum decision-making process, and I submit that we need to look at this differently. Lines separating content areas are artificial and have little bearing on learning. In 1961 the Educational Policies Commission of the NEA stated that the Central Purpose of American Education is to help students develop skills in critical thinking. Now this had to transcend content areas. The questions is, "How does my content area contribute to the critical thinking skills of these students?" This question requires an answer from teachers of both academic and the so-called "vocational" subjects.

Society Values

How do we base curriculum decisions on society's values? As educators we need to ascertain what the society considers important. But I think in addition we ought to hold different value systems; if need be, we must develop our own ideas of what we feel is important for the society. We will then be able to fulfill a useful function -- that of renovating society.

Priorities

When we look at the facts in practice we realize that these strategies are seldom recognized openly in curriculum making decisions in our schools. We will find instead such considerations as "pupil-teacher-ratio," "classroom size," finance. This last often serves as a scapegoat for indecisions or inadequate decisions. The complaint often voiced is that there is "no money." Of course, we will never have enough money to support everything.

We spend money in terms of the commitments that we hold. And if we do not know what those commitments are we find ourselves in a dilemma. When we begin to treat everything as if it were important, we lose sight of what is in fact important. Thus we find ourselves in the vicious circle. It will follow therefore that we need first to examine our commitments together with those of the society. From our examination we would have to strike a balance and set up priorities. When we do such an exercise we will find that we have enough money to meet our commitments.

Help Schools Become Better

The biggest problem, however, is how to help the schools become better, how to design a curriculum better than it is today. I repeat what I said before: the values which the teacher holds are in some cases different from the ones held by the society. The problem, therefore, reduces to finding ways to help teachers see what is really important in terms of what the society holds to be important.

Involvement

If I face teachers with the question: "What do you really think is important?" I guess their answer will be kids. Teachers would very often come back to the humaneness of the educational process but their behavior often does not reflect this. How do we translate our belief of the importance of kids into our school practice? Let me suggest that the answer lies in one word -- involvement. I believe that teachers and all of us as educators must get closer to involvement with real problems that we face in education than we are doing now. This is not a singular task. We talk about curriculum leadership but we should rather talk about teachers, about principals, about superintendents, about the whole body of people interested in the educational process; and we have to start looking at what it means to be involved. My hunch is that during this two day period you have been really involved in some of the sessions that you have held, and I think I encourage you again to begin to examine what happens to you when you sense that you might be becoming involved, because I think we need to be involved.

Art Combs of the University of Florida once asked his graduate students to give him names of the best teacher and the poorest teacher the students had ever had. To the names that were submitted he sent the same instrument which dealt with proper practices in education. They all came back with the same

responses -- it did not make any difference whether they came from the poorest or from the best teachers. This is our problem in education: we know what we believe but this does not operate at the commitment level -- we are not involved. How can we translate what we believe into the commitment that will really govern our behavior?

Our Responsibility

I believe that in answering this question we must realize that at this involvement level the responsibility does not lie with the university. Hitherto we have held the university up as responsible for changing the behavior of teachers in the schools, and so we rush them to the university, and the university tacks on certification and then sends them back to their old environment and we expect good things to happen. But it is not going to happen that way. We need a different kind of marriage between the university and the school system, before this can really take place. Nor does the responsibility lie with the federal government. "They" are going to give us some money for programs that "they" think are important and we can translate a lot of these into what we think is important but "they" are not going to get right down to the involvement level that I am talking about.

As teachers you will agree that one factor is critical in getting involved -- and that is humaneness. Society in general does not place much value on humaneness; if it did and, if we in schools did value humaneness, the schools would have a different appearance. Now if we want to value humaneness, then it is the school's responsibility to implant and cultivate that value so that the next generation may be a little better than the last.

Perhaps I am asking for a lot of things. I am asking that we try to help the schools be better than they are now; I am asking that we do this by getting teachers as a whole and educators as a whole a lot closer to the problem and to the commitments that we hold. We must devise some experiences for teachers in which they can begin to say, "This is what I really believe, this is what my commitment is." To me this is critical and this is the way we have to work with schools.

Summary

How does this tie up with this particular audience? Our involvement with the student will lead us to arrange his experiences in such a way that motivation springs from within him to learn whatever subjects we teach. We would guide him, but also allow him opportunities to make his own decisions on what curriculum to follow. Lastly, we would seek methods of presenting our subject matter in a way that stimulates and develops "critical thinking." This is how I would expand that phrase "involvement with the student." I have the feeling that the products (that is to say the students) we turn out from such efforts may well be the means by which we would "convert" society to value what we value.

GUIDELINES FOR VOCATIONAL GUIDANCE AND COUNSELING*

It is a pleasure for me to be here and to participate in a conference such as this. During my seven years experience as a counselor, one of my most frustrating experiences was: We had no vocational programs in which to place students. Now I am a member of a team that goes out to the high schools to promote vocational education. What I have to say should be viewed against this background.

One of the hotly disputed issues in my days as a counselor was the role of girls in society. Should they be counselled for family life or for the world of work? The facts as they are now, indicate clearly which side we should support. Here are some figures that will interest you. Men make 80 percent of the family income and women spend 85 percent of it. Life expectancy for a man is 56.6 years, for a woman, 73.0 years. Sixty-five percent of all savings accounts are owned by women; 74 percent of titles of all the suburban homes are owned by women. Sixty-five percent of the nation's private wealth is in the hands of women. The beneficiaries of 80 percent of the life insurance policies are women. And I know that most stockholders are women. It would be an error to ignore the fact that we have to deal with girls vocationally.

Basic Guidance Services

What kinds of services does vocational guidance present? Traditionally these include the orientation service, vocational information, self-inventory, counseling, vocational preparation, placement, evaluation, and research. However, some authorities in this field prefer a more condensed list, and others may have different lists. There are many services offered through a guidance department that may not even be listed. In fact we may find that counseling, and what a counselor is, mean different things to different people. The picture is still more confused when you find "counselors" in other fields like law and religion.

In our field counselors are often critized for doing general counseling without sufficient emphasis on vocational counseling. A vocational counselor is work oriented, and the vocational problem is seen as basic, with its solution contributing to the solutions of other problems. Once the work adjustment has been made the young person is better able to cope with other problems, particularly problems of emotional adjustment. In other words work is therapy. But, many counselors do not necessarily base all their counseling on some vocational problem. I would, therefore, suggest that you work with

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* Based on an address delivered by Stan Whitman, at the Workshop on Shared-Time Area Vocational Education Programs, Michigan State University, July 19, 1966. Mr. Whitman is on the staff of Northern Michigan University and has had several years of teaching and counseling experience.

your conselors in developing your area concept program and tell them what you want -- what your particular problems are. I am afraid right now that many of them are in the dark about vocational education.

The Evaluation Service

I want to go through some of the services that a counseling service should provide -- starting with the evaluation service. Before you set up vocational programs on an area wide basis, it is advisable to use the counselors in the area to evaluate whatever guidance programs already exist and to determine the effectiveness of the persons responsible for vocational guidance programs. This will be an entirely new concept to many counselors, and I am afraid that many of them will want direction. You will find too that a lot of people have gone into counseling that have not necessarily had the background training.

If we believe in counseling, then we should accept it and know what the responsibilities are. Unfortunately, most administrators do not know what the counselors' duties are. I have seen a list of counselors' duties that would fill about four mimeographed pages -- they are supposed to do everything from substitute teaching to bus driving. Then we wonder why they are not doing the job in the vocational area that they should be doing. But I am sure of one thing, that most of the counselors are going to be on your side, they will be on your team when they know something about your programs. Such preliminary evaluation will help to get the people involved.

Let me comment a little on the counselor-student ratio at this stage. If one counselor has to serve 500 to 700 students, it is obvious he cannot do the vocational guidance job effectively. I would therefore submit to you administrators and organizers of counselors, that you make it possible for this person to have a proper relationship to the students by reducing the counselor load.

A Historical Perspective

The history of counseling is rather interesting. It all started with vocational counseling in 1908. Its main purpose was to help people get ready for work, to help them get employment. Then over the years that purpose has fallen off and was even on the point of being dropped completely. Now the idea has been revived. Until recently, people could leave school with or without a high school diploma and get absorbed into the labor market. But now we are on the threshold of something very, very exciting: A movement to educate people into the world of work. This is certainly one of the evolutions of the education process in the United States. With all this, "vocational education" is still a new experience in many schools. You will find that many high schools do not know what it is. Our team, for example, has found that many schools equate industrial arts with vocational education. This suggests that we need leadership to get the people invormed. Such a leadership program is being provided

by the University of Michigan,* and I believe one valuable consequence of this conference is that many of you will be stimulated to assume such leadership roles.

The Orientation and Occupational Information Services

The orientation service involves orientation of the students to the world of work -- to the thousand-odd occupations that are available. Most counselors themselves know very little of this world of work. This suggests the necessity of a training program for counselors to give them pre- "orientation" to the world of work.

Orientation for the student includes such simple things as a study on how to get a job -- how to fill out application blanks. The orientation service merges with the occupational information service. Some research is being done at Michigan State University on the effectiveness of vaious plans in disseminating occupational information; whether to have a separate occupational class, or to use existing vocationally related courses, such as the industrial arts or the home economics courses.

Is this the way students learn about occupations, by sitting down in a class and studying? This might be one way, but maybe not a very good one. However I would like to go back to the idea of using speakers from business and industry. One of the problems that we have in providing information about the occupational areas -- and again this is very true of our rural areas -- is the lack of available resource persons. Frequently, professional, technical and skilled people are used during career conferences to discuss occupational plans with the students.

The Self-Inventory Service

Self-inventory should involve the use of aptitude and interest tests for discovering potentialities of students. One of the greatest needs in vocational education, and maybe something that some of you people may want to work on, is the development of some aptitude tests. One relatively good aptitude test is the IBM test for electronics. The U.S. Employment Service test is perhaps the most widely used and probably the most valuable test now available. Its value will be increased when, hopefully, high school norms are established.

The Counseling Service

There is perhaps some semantic difference between guidance and counseling. In counseling the student is led to make the decision on his own; whereas in guidance he is pointed towards the way to go. In practice, counseling is the process, guidance the program, and the former is a major function of the latter.

We had a workshop for the Michigan Employment Security people a few weeks ago, and I want to mention that they are working on what they call human resource development. They are no longer concerned with merely matching men with jobs, but

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* Leadership Development Project for Vocational and Technical Education, School of Education, University of Michigan, Ralph C. Wenrich, Project Director.

also they are concerned with more extensive counseling for the development of human resources. I may add that by its very nature vocational counseling requires a one-to-one relationship between the counselor and the student if it is to be most effective. Some authorities also maintain that 50 percent of the counselor's time should be spent on this service.

Placement Services

One of the functions of guidance services is job placement. Not much of this service is provided in the high school. I think this is something we will have to include in the area concept. About 50 percent of the students who are going to college, are undecided as to occupation. All we do is pass them on to the next level and hope that they can make a decision there. The counselor, should have time to get around to business, industry and labor. This involvement will sell the program more effectively than anything else, and it will be an important facet of the placement program. In this connection too, the value of follow-up research studies cannot be overemphasized.

Research Services

This brings me to the research function of the counseling services. How many schools have engaged in any research? One statistic evident in most schools is how many students are going to college. Dropout studies that are being conducted on all levels are not too common and do not end up in programs or improvements. Dropout studies are often inaccurate. Many students complete a whole year of school and never come back in the fall; they are lost, even as a statistic. A class should be followed from the ninth grade through the twelfth grade. Our figures for dropouts in one part of the state are negligible. The dropout rates for Michigan reported in a recently released publication are quite low, but it is doubtful that they give an accurate picture of the dropout problem.

I would like at this time to commend you people. I have had a year of working very, very closely with vocational people. And if there is any impression that I got out of it, it is your commitment to kids. I haven't found it in many teachers. you are concerned with what happens to them, and I hope that you won't lose your enthusiasm with all the different problems that crop up. I wish more of the public school teachers had this attitude that I have seen in the vocational instructors. Maybe part of your enthusiasm stems from the fact that part of your job involves follow-up studies. This is a good thing. At any rate I do feel that you have taken many students that nobody else wanted, and have done a pretty fair job with them.

Some Implications

I would like to mention a few implications. First of all, get all the people involved. Do not assume that what you know someone else knows. Your involvement

with the community is certainly an asset in this respect, for example in the setting up of advisory committees, you work more closely with the community than any other facet of education. Second, I think that the biggest problem that faces us all, and I do not think this is a job exclusively for counselors, is to help young people make decisions. We must use every means, every technique, to help them decide whether or not they are going to take the vocational program -- or any other program. Even in the vocational field there are many areas, but supported by their own self-inventory, objective and subjective tests, they can be led to make reasonable educational plans. We need to realize, that career choice is developmental.

We need this developmental program in the career guidance center -- something for grades five, six, seven, eight and continuing as long as the students are in our programs. We also need some kind of a testing program, and perhaps some kind of an experience activity. I think this is where leadership from the guidance counselors has to come. Vocational guidance should provide experiences every year; it isn't just a one-shot-deal. It should form a regular part of school activities. The counselor should have ample opportunity to meet students not only as individuals, but also as a group. The counselor needs time to deal with students as a group. A general vocational guidance program can be presented effectively in groups. Group counseling has been one of the most effective techniques in many general guidance programs. Much information, directly or indirectly related to training can be handled in a group setting.

Basic skills are necessary for quality vocational programs. Many textbooks used in vocational programs are highly technical and difficult. You are going to be getting students at different basic skill levels. Could the material be written in a less technical manner? Much of the vocational material has been written on a college-technical level. If you can translate these texts into common language, perhaps more people will be successful in learning technical occupations. Often the technical words and descriptions would be difficult for any of us. The manual and related instructions that go into vocational programs could be simplified in many ways and not necessarily be geared to college level technical language. Vocational programs must provide for all different levels of training and ability.

The pamphlet, The Youth We Haven't Served,* states reasons why students drop out of school. Many are bored. One of the things in vocational education that we have a tendency to overlook is that we are not just selling skills; we are selling a total person. Some people lose jobs, not because they lack the proper skills, but because of personality characteristics. Somewhere in the program of vocational education, we must work on the personal development of the student. A well organized shop can help in this development. In our vocational guidance programs, we have to teach that students need to keep learning throughout life. Vocational education can help restore the self concept of ability to learn to students who thought that they could not learn.

One of the ways of motivating students in the vocational program is just to show salaries that people get in skilled and semi-skilled trades. Michigan

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* Kemp, Barbara H., U.S. Office of Education, The Youth We Haven't Served. Washington, D.C.: U.S. Government Printing Office, 1966.

State University recently published a brochure reported the comparative wages of a teacher, lawyer, and plumber. Such literature is primarily motivating. There are also a series of publications on vocational guidance. Volumes have been written on why people go into the various careers. The counselor should be exposed to these. The counselor preparation, in most colleges is oriented toward education, psychology, and sociology, with usually one course in occupational information. To my mind this is not enough for servicing a good vocational program. Something more has to be done -- perhaps through in-service programs for counselors.

Question:

Did I understand you to say that you recommend separate vocational counselors?

Answer:

Yes. As far as I can see, in the development of vocational departments, if you ask every counselor to do this specialized fuction, it will just not be done. People are still comfortable with job description and job responsibility. I see this development in some of the larger high schools where you have a number of counselors because this is what works. If you had special counselors assigned to that particular task, I think the job would be done more effectively.

DEVELOPING THE GENERAL AND VOCATIONAL CURRICULA*

The Shared-Time Concept: A Definition

Shared-time is neither a new term nor a new concept. Leo Pfeffer has pointed out that the origin of the shared-time concept can be traced to Thomas Jefferson, who in opposing the establishment of a theological school at the University of Virginia suggested that the various denominations locate schools near the University so that the students could attend the University for secular subjects and divinity schools for theological studies (11:248).**

The dual enrollment of students in church-state institutions has continued until today and gives rise to the following definition of shared-time:

> Shared-time is an arrangement whereby non-public schools send their students to public schools for instruction in one or more subjects during a regular school day. This arrangement is also called dual enrollment, split time and dual registration (7:49).

Most of the articles and studies on shared-time center on the church-state arrangements whereby parochial school students attend public schools to receive instruction in certain subjects. However, shared-time has been occurring for students enrolled in public schools; i.e. students enrolled in one public school have attended another public school for a portion of the school day to attend classes not offered in their "home" school. Therefore, the usual definition of shared-time is too narrow and restrictive for use in relationship to area vocational education programs.

Shared-time, as used here, is the concept of dual enrollment by the students in two schools, either two public schools or one private and one public school. The students attend the second school for the purpose of receiving an added dimension to their course of study but retain identification in their home school. (In some states, the dual employment of teachers represents another type of shared-time: the sharing of teacher-time.)

Support of the Comprehensive School Concept

The shared-time concept has been advanced as one method of attaining a truly comprehensive school. Conant has defined the comprehensive high school as a high school whose programs correspond to the educational needs of all the youth of the community (4:12). The three main objectives of the comprehensive high school,

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** Refers to Item 11 page 248 in the numbered bibliography at the end of this chapter.

according to Conant, are:

> ...first, to provide a general education for all the future citizens; second, to provide good elective programs for those who wish to use their acquired skills immediately on graduation; third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in college or university (4:17).

Miller indicates the comprehensive high school is organized on the fundamental principle of general basic education for all secondary youth, plus specialized education for each according to ability and interest. Also, the comprehensive high school provides instruction for individuals at all levels of ability as well as assuming the dual responsibility of developing each pupil according to his capacity (3:12). The shared-time concept provides a means for a school to offer a broader curriculum to its students than it could offer on its own. The shared-time concept permits a school to offer courses at another site to help meet the needs of students. It offers an opportunity for balance and flexibility to the school curriculum -- two essential characteristics for a comprehensive school curriculum.

Shared-Time Concept and the Small Rural High School

The enrollment in many of the small high schools today is too small to allow a diversified curriculum except at very high expense. Also, many of these schools cannot provide programs or classes to really meet the needs of the students. Conant describes this very vividly as he states:

> I believe such schools are not in a position to provide a satisfactory education for any group of their students -- the academically talented, the vocationally oriented, or the slow reader. The instructional program is neither sufficiently broad nor sufficiently challenging. A small high school cannot by its very nature offer a comprehensive curriculum (1:77).

Oliver (10:625) writing on the small high school, indicated:

1. Two-thirds of our high schools are located in rural areas.

2. Of the regular four-year high schools, 42 percent enroll fewer than 200 pupils.

3. Twenty percent of all youths attending high schools are dependent on small schools for their secondary education.

Many authors have referred to the rural pupils as the "Rural Disadvantaged" in that they are not offered high school education programs equivalent to "city school educational programs."

The need for expanded and improved vocational education programs especially among the small rural high schools has been quite generally recognized by most

educators and businessmen for a long time; however, no one was quite sure how best to tackle the problem. The shared-time concept is seen as one way to tackle the problem and develop stronger vocational education programs to meet the needs of youth.

Advantages of Shared-Time Concept for Area Vocational Education Programs

One of the purposes of the shared-time concept is to improve and expand the vocational education program available to the students. The variety of courses made available to the students is wider than what would be possible with the limited facilities of the smaller school units. At the same time it makes possible more efficient use of equipment and facilities by serving more students more hours per day. In addition, the qualified teachers are given an opportunity to teach full-time within their major fields and to use up-to-date equipment.

In the Northern Catskill Mountains of New York, a shared arrangement of both teachers and students has been used between the small, rural public schools as a way to increase the curriculum content and yet stay within the small budgets (12:110). Team teaching, with its advantages, may be more feasible with the larger staff of specialized instructors (5:297-302). Some other advantages may be:

1. Providing greater flexibility for grouping students into either large or small groups depending upon the instructional program.

2. Helping ease the shortage of facilities and teachers faced by the small schools.

3. Adult programs may be developed to extend the use of facilities and staff.

4. The capital outlay investment may be spread over a larger tax base and a larger student base thus reducing the investment per dollar of assessed valuation and per student in the entire school.

Some Disadvantages or Problems with the Shared-Time Concept

There may be some inherent problems which occur as a result of the shared-time program. Iwamoto, Whitman, Inlow, Cole and an editorial in The Commonweal point out some problems of shared-time programs (3, 6:300-302, 7:67, 11:67, 15:12-14). The problems identified appear to be of two types: administrative problems and student problems. The administrative problems are not insurmountable and often are caused mainly by a lack of proper communication. Some difficulties are usually experienced in changing or adjusting local programs to facilitate the new program.

The administrative problems identified are:

1. Scheduling of courses -- The local schools must adjust their schedules so that the academic subjects can be taken either in the

mornings or afternoons so that the students can travel to the area instructional centers.

2. Calendar -- The school districts need uniform class and school day calendars to facilitate the shared-time program. For example opening and closing days, holidays, parent-teacher days and others illustrate the kinds of items to be considered on the calendar.

3. Time Schedules -- Students may lose much valuable time each day unless cooperating schools are on the same time for class schedules.

4. Student Records -- Kinds of records kept and record keeping practices by the local school and by the central vocational school must be coordinated.

5. Transportation -- Adequate transportation to and from the area center must be provided for all of the students.

Non-Administrative Problems

1. Pupil Detachment -- This is probably the greatest area of concern to many educators. Pupils in area centers may not have an opportunity to participate in extra-curricular activities and thereby lose their identity and ties with their "parent" schools.

2. Vocational Counseling -- Students and their parents need to have information about courses available and the requirements for entry into jobs; helping students with career planning has to be shared between the home school and the central school.

3. Communication among teachers -- Joint planning and regular communication must be maintained among the faculties.

Curriculum Development

The ultimate goal of the curriculum is to provide the students with effective abilities as citizens and as productive members of society. A curriculum is usually preceded by a statement of aims and specific objectives, provides for the nature of the experiences, indicates some selection and organization of content and includes a procedure for evaluation of the outcomes (13:10). Douglass and Hobson have proposed a three-step procedure for determining what should be included in the curriculum:

1. Determine the objectives of education in terms of the kind of end product desired, e.g., good citizenship and vocational competence.

2. Determine for each of the characteristics the kind of person desired, the necessary or contributory information, attitudes, interests, skills, habits, tastes, concepts, principles, and understandings.

3. Select and arrange, according to the pupils' interests, abilities, and previous growth, curricular materials that will result in the development of the necessary information, skills, attitudes, etc. (5:32).

The curriculum consists of all those experiences afforded the students by the school in the effort to meet their general and special needs and interests.

Curriculum Development for Vocational Education Vocational education should be considered as complementary to general education. At the same time, vocational education should be designed to prepare students to work in a chosen field as part of an appropriate career plan. In general, the vocational education curriculum should be based on two basic considerations: (1) the needs of the students, and (2) the requirements for entrance and advancement in various occupational fields.

The needs of students, especially adolescents, have frequently been clustered into twelve problem areas:

1. Self understanding
2. Healthful living
3. Home and family living
4. Personal-social relations
5. Education and school living
6. Vocational preparation
7. Living in the community
8. Democratic government
9. Economic understanding
10. Relationships with minority groups
11. Intercultural understandings
12. Finding values by which to live

The curriculum for vocational education may be viewed in terms of both the parts of all courses which contribute to understandings about occupations and the world of work and the specialized courses designed to develop understandings and abilities needed for entrance and advancement in various occupational fields. Two of twelve problem areas listed above have direct implications for development of specialized courses: Vocational preparation and economic understanding.

The requirements for entrance and advancement in various occupational fields should be based on such factors as occupational, social, and economic trends. In addition, Walsh and Selden have proposed six principles to be observed when planning a curriculum for vocational education (14:88).

1. Vocational Education should occur as close to the time of application as possible. On the secondary level, vocational courses should be concentrated in eleventh and twelfth grades.

2. There must be sufficient concentration of work in each area to enable the student to develop sufficient competence to hold an entry job in a given occupation upon the completion of the curriculum.

3. A well-planned vocational program integrates vocational education and general education. The vocational development should be built on a sound base of general education.

4. Some diversity of curriculum offerings is needed to provide for individual needs and to give flexibility to the program.

5. All aspects of an occupational area cannot be included in the curriculum. Those skills which form the core of the occupation and which are necessary for entry into the occupation should be taught.

6. Vocational instruction must be geared to the times, preparing the individual to enter the world of work of today and tomorrow.

In somewhat different language Byram and Wenrich have also emphasized these same principles. They (Byram and Wenrich) have identified seven characteristics of principles of vocational education in secondary schools. Although the application of the principles may be different in the several occupational fields of vocational education, they provide a basis for planning and organizing the programs of vocational education at the secondary level (2:201).

1. The teacher or coordinator is experienced and skilled in the occupation for which he is providing training.

2. The class personnel have made a tentative occupational choice on the basis of their interests, capacities, and the requirements of the occupation.

3. The environment in which the instruction is given is, or simulates, the working environment to the maximum possible degree.

4. The aim of the courses is to train present and prospective workers for proficiency in a specific occupation or family of occupations.

5. Teaching content is such as to function specifically in the occupation and is based upon competencies required in the occupation.

6. The training is placed at the grade level, and the instruction is given, when the student realizes his need for it and can readily use it.

7. The course or courses are complete enough actually to develop occupational competence for a given occupational level.

Summary

The shared-time concept provides a basis for development of a truly comprehensive curriculum in the high schools. The development of facilities for specialized education to be used by students from several high schools, provides students opportunities to secure instruction not available at their home high school site while still retaining their membership, and identification, in their home high school.

The vocational courses offered in any high school may become isolated from the other courses, in effect creating a "separate" program within one school or school building. The shared-time concept is based on the ideal of the comprehensive school which has balance and flexibility in its curriculum.

The practices which create "separateness" for vocational courses and students within one high school may create "separateness" for students attending specialized courses at a central site under the shared-time concept.

The shared-time concept provides a basis for expanding and extending the opportunities for youth to participate in vocational education programs.

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SUMMARY*

Unemployment and unfilled jobs! Or, as some have said "Jobless workers and workerless jobs," is a basic symptom of some problems which must be solved through actions of many groups, agencies and institutions, including the public schools.

The preparation of all our youth for efficient and effective participation as citizens in the present and future society of our nation is basic to the fulfillment of the goals of a democracy.

Much legislation at the federal level has been enacted during recent years in piecemeal attempts to strengthen the program of preparation for work and to retrain persons for new jobs. The national concern, expressed through the legislation, has not yet, and perhaps cannot effect the desired changes. The state and local concerns have not yet been expressed in the form of changed policies and practices.

The shared-time concept, representing cooperative arrangements between two or more schools, and based on a philosophy of equal educational opportunity in programs of student choice regardless of place of residence, is one approach to improving education.

Curriculum development for shared-time programs undoubtedly involves many of the same problems found in the comprehensive high school. Some of the factors to be considered are:

1. Selection of students for the shared-time programs
2. Educational experiences at both sites should be integral, not separate and unrelated
3. All students should develop an understanding of the world of work
4. Students should develop concepts of change and of becoming a part of change
5. Extra-class activities may help students develop identification or "a sense of belonging."

Perhaps a basic factor related to the task of improving programs of preparation for work is the value placed on "vocational education" by society. What

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people think is important is reflected in the programs promoted and supported in the schools. In addition, all kinds of curriculum decisions should involve five basic strategies:

1. The nature of the learner
2. The learning process
3. Human motivation
4. Knowledge or content
5. Values held by society

Basic guidance services must be provided to support the curricula which are provided in a school program. In the shared-time concept, these guidance services become a pivotal point around which the success or failure of the program seems to revolve. Traditionally these services include:

1. Orientation
2. Occupational, social and educational information
3. Self-inventory
4. Counseling
5. Vocational development
6. Placement
7. Evaluation (and research)

An adequate professional staff must be provided: adequate in size to cope with the task; adequate in professional preparation, including understandings of the nature of the world of work; and adequate in their organization for performance of the guidance services.

In the shared-time concept for educational programs, implementation of effective guidance services will entail strong leadership and significant involvement of faculties from the several schools participating in the program. For example, the role of each school in relation to the tasks of helping students make and revise career plans including high school courses should be identified. In addition, the role of the central (or receiving) school in relation to the various guidance services should be clearly identified with operational guidelines acceptable to, and understood by, the "sending" schools.

The guidance and counseling services should be viewed as a integral part of the curriculum from kindergarden through grade 12. It should be supportive of something called "vocational development" on the part of each child in the school.

The shared-time concept appears to provide a basis for development of a truly comprehensive curriculum in high schools. However, the concept may easily be perverted to become in effect, support to a dual educational system. The factors which create "separateness" for vocational courses and students within one high school, may work to create the same "separateness" for students and programs at a central site.